DOCUMENT RESUME

ED 180 242 FL 010 896

AUTHOR Fierro, Leonard: And Others
TITLE Guidelines for the Formation of the Title VI Lau Steering Committee: Organizational Approach to Develop an Educational Master Plan. Phase II Manual.
INSTITUTION San Diego State Univ., Calif. Inst. for Cultural Pluralism.
PUB DATE Jul 76
NOTE 58p.: Table on page 33 will not reproduce well
AVAILABLE FROM Institute for Cultural Pluralism, 5544-1/2 Hardy Street, San Diego, CA 92182 ($1.92)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Bilingual Education: *Committees: Community Involvement: *Community Role: Compliance (Legal): Elementary Secondary Education: *English (Second Language): Federal Legislation: *Language Instruction: Models: *Non English Speaking: *Program Development
IDENTIFIERS *Civil Rights Act 1964 Title IV

ABSTRACT

Two steps in meeting the requirements of Title VI of the Civil Rights Act of 1964 are discussed: the formation and role of a Title VI Lau Steering Committee, and the involvement of the community in program implementation. Three models for the selection of steering committee members are presented, and suggested decision-making processes are offered. An outline for a community training and orientation workshop is included. The formation of a community task force is viewed as central to bringing all elements of the educational and wider community together to provide for the educational needs of non- and limited-English-speaking students. Ways to coordinate and occupy the task force are presented. These steps in program implementation are designed to conform with the demands of a specific time line. An introduction to the Lau Center six-phase scheme for full program implementation is included. (JB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED180242

AUG 2 2 1979

INSTITUTE FOR CULTURAL PLURALISM

School of Education **San Diego State University**

INSTITUTE FOR CULTURAL PLURALISM
GENERAL ASSISTANCE CENTER
TYPE B -- LAU

PHASE II MANUAL

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Inst. for Cultural Pluralism
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

GUIDELINES FOR THE FORMATION OF THE TITLE VI LAU STEERING COMMITTEE: ORGANIZATIONAL APPROACH TO DEVELOP AN EDUCATIONAL MASTER PLAN

FL010896

LEONARD FIERRO
RAFAEL FERNANDEZ
JUAN HURTADO
M. REYES MAZÓN
ALBERTO OCHOA
HARRIETT ROMO

JULY, 1976

The Institute for Cultural Pluralism, within the School of Education at San Diego State University, functions in a research and development capacity and provides technical assistance to educational institutions in the area of teacher training for the linguistically and culturally distinct child. It is committed to the concept of a culturally pluralistic society and as such its efforts are dedicated to creating an atmosphere of understanding and acceptance of cultural diversity in our educational system and in the larger society.

Available from:

The Institute for Cultural Pluralism
School of Education
San Diego State University
San Diego, California 92182

FOREWORD

This manual is the second in a series of manuals by the Institute for Cultural Pluralism's Region G -- Lau Center. The manuals deal with the Lau Center's technical assistance approach for assisting school districts in their efforts to develop an educational master plan to meet Title VI (1964 Civil Rights Act) compliance guidelines.

TABLE OF CONTENTS

Page

I. Impact of Lau v. Nichols Decision on Community/ Parent Involvement in an Educational Master Plan . . . 1

II. Overview of the Six Technical Assistance Phases. . . . 4

A. Introduction 4

B. Assumptions. 4

C. Description of the Six Phase Technical Assistance Process 5

III. Guidelines for the Title VI Lau Steering Committee

A. Formation of the Committee 12

B. Composition of the Committee 13

C. Responsibilities of Committee Members. 14

1. Community Members. 14

2. District Staff Members 15

D. Selection of Committee Members 16

E. Procedures 20

IV. Focus and Activities for a Community Training and Orientation Workshop. 21

A. Workshop Focus 21

B. Workshop Activities. 22

V. Recommended Decision Making Process for the Title VI Lau Steering Committee. 24

Page

VI. Community Task Force Groups. 27

A. Coordinating Task Force Group. 29

B. Task Force Areas 29

C. Task Force Tasks 33

D. Breakdown of Task Force Group Activities 34

E. Time-Line. 39

Summary. 40

VII. Glossary of Terms. 41

Special Educational Programs 48

I. IMPACT OF LAU v. NICHOLS DECISION ON COMMUNITY/PARENT INVOLVEMENT IN AN EDUCATIONAL MASTER PLAN

The failure of the San Francisco school system to provide meaningful educational programs to approximately 1,800 students of Chinese ancestry who do not speak English has led to a major Supreme Court decision, Lau v. Nichols*, which mandates school districts in the United States with limited English-speaking (LES) and nonEnglish-speaking (NES) students to provide instructional programs to meet the needs of those students.

In order to clarify the Lau v. Nichols Supreme Court decision, the Department of Health, Education and Welfare issued guidelines in July, 1975, to enable school districts to specifically develop educational programs to meet the needs of LES and NES students. These guidelines are called the Task Force Remedies.*

School districts which have LES and NES students are presently developing educational plans to comply with the findings of the Lau v. Nichols Supreme Court decision. A comprehensive, workable plan calls for the input of community people whose children are LES and NES students. The rationale for the participation of community people in the education of their children is based on the following assumptions:

---

*For a detailed discussion of Lau v. Nichols and the Task Force Remedies, see the Lau Center's Phase I Manual: Overview of the Lau Center Technical Assistance Process and the Office for Civil Rights Task Force Remedies.

1. In a democracy, public institutions exist to serve the needs of all the persons in the society and should reflect the interests of those served. Increasingly, groups not traditionally consulted in policy-making have come to demand a voice in the decision-making process.

2. Public confidence in school administrators is likely to be enhanced as parents experience for themselves the complexity of problems facing the schools and the very real difficulties faced by administrators in trying to respond to a wide variety of public needs.

3. Parents, by participating in the planning of an educational program, are more likely to promote the plan in the community at large and are more likely to work for a smooth and orderly implementation of the program.

4. Parents who have participated in the designing of an educational program will be required to bear part of the responsibility for the success or failure of the program.

5. Parents are in a unique position to offer the teacher valuable information about the learning style and special needs of their children. In addition, it is through contact with parents and other community persons that teachers and administrators can come to understand the special features of a culture or lifestyle which may be different from their own.

6. Finally, parents are a valuable resource in the classroom who can assist school personnel in providing the best possible education for all the children in the school.

For their part, school personnel can provide expertise in the technical aspects of program design and planning. Participants in the development of a master plan should include representatives from the total district staff, parents, students and community. A working partnership between the community and the schools with a firm commitment on the part of all affected will help to assure that the plan will be successful. By including all affected parties on the planning team and by

matching student needs with district resources, the schools will be able to design a comprehensive framework for meeting the cognitive, affective and linguistic needs of all students.

II. OVERVIEW OF THE SIX TECHNICAL ASSISTANCE PHASES

A. Introduction

The Title VI Lau Steering Committee is an integral part of the Six Phase Technical Assistance process recommended by the Lau Center to school districts in the development of an educational master plan to meet Title VI regulations.

The six phases will provide school districts with a comprehensive approach toward developing an educational master plan to meet the needs of limited and nonEnglish-speaking students. In order to grasp the proper context and framework of the Title VI Lau Steering Committee within the technical assistance process, this section of the manual includes the assumptions and overview of the six technical assistance phases.

B. Assumptions

The Lau Center makes the following assumptions upon which the six phases are based:

1. School districts are committed to developing an educational master plan to meet the educational needs of limited English-speaking students.
2. The development of an educational master plan reflects the input of community people, school district personnel, students, and personnel from a college of education.
3. The implementation of an educational master plan promotes the active participation of the respective limited English-speaking community.

4. The conceptual framework of an educational master plan will complement and reflect the notion of cultural pluralism. (See Phase I Manual.)

5. The local school district personnel will have primary responsibility for the implementation of the educational master plan.

C. Description of the Six Phase Technical Assistance Process

The six phases outlined are interrelated and interdependent, each phase requiring specific resources, activities and personnel.

Phase I: Orientation to Institute for Cultural Pluralism Capabilities and to Title VI Regulations

Purpose: To present and discuss the school district's expectations of Lau Center technical assistance, and to make school districts aware of the Institute for Cultural Pluralism's (ICP) process for assisting in the development of an educational master plan to comply with Title VI regulations. (See Phase I Manual, pages 4-6, for a description of the Institute for Cultural Pluralism.) Phase I, orientation, includes:

1. Overviewing ICP's Community, Home, Cultural Awareness and Language Training (CHCALT) Process. (See Phase I Manual, pages 7-9 for overview of the CHCALT Process.)

2. Reviewing the Institute's areas of educational service and technical assistance capability.

3. Reviewing the functions and services of the Lau Center.

4. Communicating mutual expectations in the delivery of technical assistance.

Phase II: Organization of a School District Committee to Develop an Educational Master Plan to Comply with Title VI Regulations

Purpose: To involve a representative group of people from the school district and from the community in the design, development, and implementation of an educational master plan to comply with Title VI regulations. Phase II, organization of a school district committee, includes:

1. Securing a commitment from the school district to form and involve a representative group of people from the community, the staff and the student body in the activities of the Title VI Steering Committee,

2. Establishing a process to select and guide the Title VI Steering Committee,

3. Organizing a community relations workshop on the functions and development of a Title VI Steering Committee,

4. Selecting and operating a Title VI Steering Committee composed of parents and/or community representatives, school district personnel, students, university personnel and board members, and

5. Planning activities to implement a Title VI needs assessment and a plan to comply with Title VI regulations.

Phase III: Implementation of a Title VI Needs Assessment

Purpose: To identify the school district's specific educational needs in order to comply with Title VI regulations and to identify student characteristics (especially oral language skills of limited and non-English-speaking students), potential instructional and curriculum needs, staff training needs, community

relations needs, counseling and guidance needs and administrative needs. Phase III, needs assessment, includes:

1. Identifying student characteristics, in reference to language dominance and proficiency in first and second language achievement and sociocultural background.
2. Setting goals to achieve compliance, as based on the Task Force Remedies.
3. Identifying and selecting instruments to be used in collecting data,
4. Implementing a needs assessment instrument in the respective school community,
5. Collecting data,
6. Analyzing data,
7. Identifying school district characteristics,
8. Reconciling student characteristics and school district characteristics, and
9. Reporting findings and delineating recommendations for the development of an educational master plan.

Phase IV: Development of an Educational Master Plan to Comply with Title VI Regulations

Purpose: To develop a comprehensive educational master plan that recognizes cultural, racial, and linguistic differences as an integral and positive aspect of American society, while providing viable teaching designs, instructional programs, and multicultural curricula for teaching limited English-speaking students as well as English-speaking students. Phase IV, the development of an educational master plan, includes:

1. Planning the logistical framework of the educational master plan,

2. Specifying educational and institutional objectives for bilingual/multicultural education which can be measured,

3. Developing strategies for achieving stated objectives:

    a. Designing instructional programs to meet the needs of limited English-speaking students,

    b. Designing staff pre-service and inservice training programs, and affirmative action goals,

    c. Designing the criteria for selecting, developing, field testing, and adapting curriculum materials,

    d. Designing and planning community relations programs,

    e. Determining the need and direction for administrative reorganization,

    f. Determining the counseling, testing, and guidance needs of the limited and nonEnglish-speaking students, and

    g. Designing a fiscal and management system to implement an educational master plan.

Phase V: Development of Time-Line and Management Plan to Implement the School District Educational Master Plan

Purpose: To 1) systematically plan the unfolding of activities and implementation of educational and institutional objectives for bilingual/multicultural education specified in the school district educational plan, and 2) to designate the person(s) responsible for each activity and the resources needed to accomplish each activity. Phase V, development of time-line and management plan includes:

1. Developing management information and discrepancy analysis procedures for the implementation of the educational master plan,

2. Specifying personnel and resources to be involved in the implementation of the master plan,

3. Specifying persons responsible for implementing activities, making decisions, and monitoring the progress of the educational master plan.

4. Specifying dates for initial and ongoing activities and for the implementation/completion of the master plan.

Phase VI: Implementation of Educational Master Plan

Purpose: Phase VI, implementation of the master plan, includes:

1. Implementing a master plan management information system and discrepancy analysis process,

2. Implementing educational master plan activities:

   a. Developing and implementing instructional programs to meet the needs of limited English-speaking students,

   b. Developing and implementing staff training and inservice programs,

   c. Selecting, developing, field testing, and adapting curriculum materials,

   d. Implementing a community relations program,

   e. Developing and implementing administrative organization to meet the needs of limited English-speaking students.

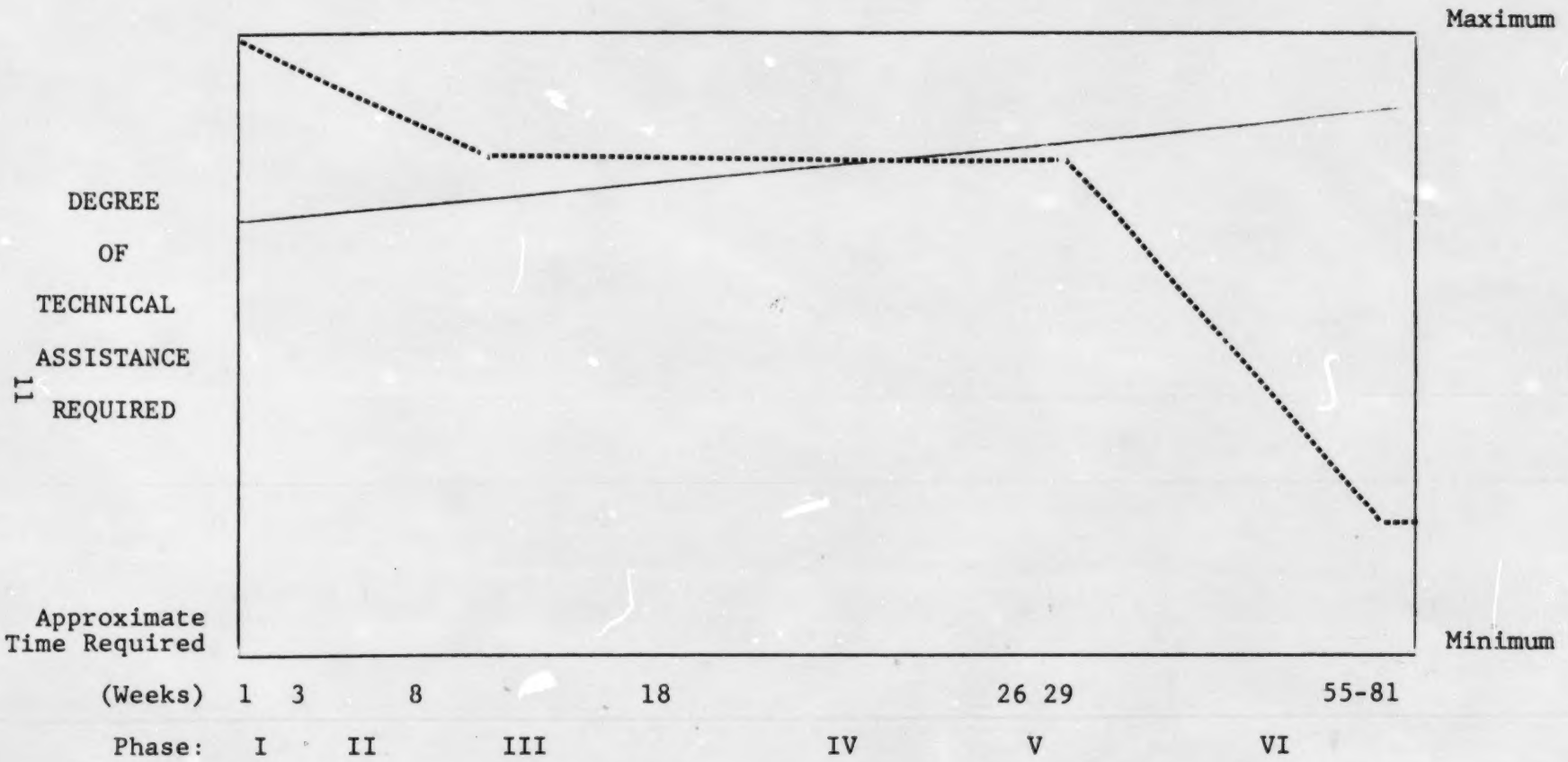
   f. Implementing a management system.

3. Determining further technical assistance required to implement the educational master plan.

D. Time-Line for Delivery of Technical Services by the Lau Center

An essential consideration for meeting Title VI compliance is the degree of commitment by the school district to develop and implement a comprehensive educational master plan. The Lau Center, in its outline of technical assistance phases, will work with a school district in the development of an educational plan that will meet the needs of limited English-speaking students. Graph A illustrates the probable time required for each phase and the amount of technical assistance required by the school district to develop and implement an educational master plan.

GRAPH A



_____ School District Participation (Allocation of Resources and Personnel)

------ Lau Center Participation (Allocation of Resources and Personnel)

III. GUIDELINES FOR THE TITLE VI LAU STEERING COMMITTEE

A. Formation of the Committee

The Lau General Assistance Center (Lau Center) proposes that a Steering Committee be established for the purpose of developing and implementing a district educational master plan. That plan must meet the requirements of the Title VI Civil Rights Act of 1964 with regard to limited English-speaking and non-English-speaking students as interpreted by the Lau v. Nichols Supreme Court decision. There are two major reasons why the Lau Center recommends that a Title VI Lau Steering Committee, separate from other existing district advisory committees, be identified and formed. First, the time commitment necessary to develop the district master plan is extensive, and second, the target population must be represented on the committee. Target population here refers to parents of limited English-speaking or nonEnglish-speaking students.

The following areas might present difficulties if one were to use an existing District Advisory Committee (DAC):

1. The time required to develop an educational master plan will be demanding, requiring at least six months of intensive effort, and will leave little time for other DAC concerns.

2. District Advisory Committees are usually not representative of limited English-speaking and nonEnglish-speaking community members. Special efforts should be made to have community members represented on the Title VI Lau Steering Committee. The formation of a new committee with the intent of including the Title VI Lau target population would prevent resentment of new members incorporated into an existing DAC committee.

3. Present DAC guidelines and procedures usually are not the most conducive for developing a district educational master plan.

The Lau Center suggests that existing District Advisory Committees assist the Steering Committee in coordinating and communicating with individual school sites and other school programs. The DAC could also assume responsibility for disseminating information concerning the Title VI Lau Committee and for helping in the formation of the committee.

B. Composition of the Committee

The Lau Center recommends a broad representation of the total community which includes parents and community persons not employed by the district who are selected by and representative of the limited English-speaking and nonEnglish-speaking population of the district. In addition, the committee should have representatives from teachers, student groups, administration, instructional aides, and board members. The final composition of the Title VI Lau Steering Committee should be approved by the district board of trustees.

It is the responsibility of school districts to identify limited English-speaking and nonEnglish-speaking parents and community members, and to encourage their participation in the Title VI Lau Committee. The Lau Center will provide inservice training for them so that the role they are to play in the development of the educational master plan is clear and workable. It is important to note that members of the committee will be more cooperative if they have a full understanding of the responsibilities of serving on the committee before becoming members.

C. Responsibilities of Committee Members

The Lau Center stresses the importance of the Steering Committee's taking part in all phases of the initial planning, implemention, monitoring, evaluation, and modification of the district master plan. Parents and community persons should be seen as school-community assistants and as individuals who will be working together with, not merely advising, school staff.

The following are the responsibilities of Steering Committee members:

Community Members

1. Attend all Steering Committee meetings and in-service workshops.
2. Provide input concerning parent-community needs and community characteristics.

3. Select needs assessment questions and assist in conducting the needs assessment and in interpreting the findings.

4. Participate in developing the educational master plan.

5. Ensure that limited English-speaking and nonEnglish-speaking students' needs are met by the educational master plan.

6. Represent the Steering Committee in presenting the educational master plan to the school board for adoption.

7. Assist in the implementation of the educational master plan.

8. Monitor the implementation of the educational master plan.

9. Evaluate and revise the plan and the implementation process as needed.

District Staff Members

1. Attend all Steering Committee meetings and inservice workshops.

2. Provide input concerning staff and district needs.

3. Provide data concerning existing district programs, past district efforts, district policies and procedures, and district staff.

4. Select needs assessment questions, and assist in conducting the needs assessment and in interpreting the findings.

5. Participate in developing the educational master plan.

6. Ensure that limited English-speaking and nonEnglish-speaking students' needs are met by the educational master plan.

7. Represent the Steering Committee in presenting the educational master plan to the school board for adoption.

8. Implement the educational master plan.

9. Provide data so that the Steering Committee can monitor the implementation of the master plan.

10. Evaluate and revise the plan and the implementation process as needed.

D. Selection of Committee Members

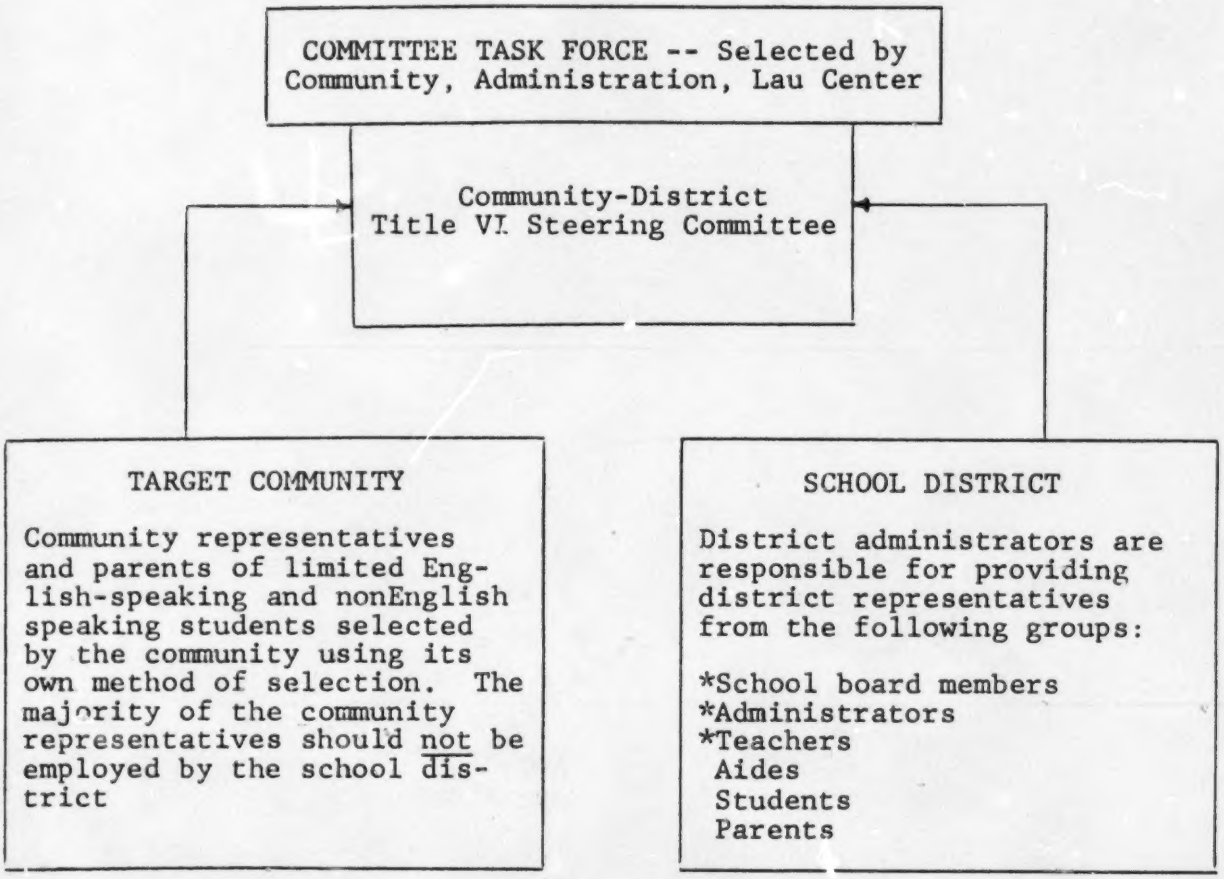
The Lau Center suggests three possible models for forming the Title VI Lau Steering Committee (see pages 17-19). A district may select one or a combination of the models, or may wish to use the models as an aid in developing a unique district procedure for forming the committee. Each of the models represents a committee formed of district representatives and target community representatives. All of the recommended models conform with federal, state, and local policies concerning the formation of advisory committees.

Lau Center field analysts will assist community members in the selection process and will provide special assistance to limited English-speaking and nonEnglish-speaking parents in defining the role they are to play in the Steering Committee and in encouraging their participation.

It is recommended that the committee be as widely representative of all interests in the district and community as possible, and yet remain a manageable size.

MODEL I FOR SELECTION OF TITLE VI LAU

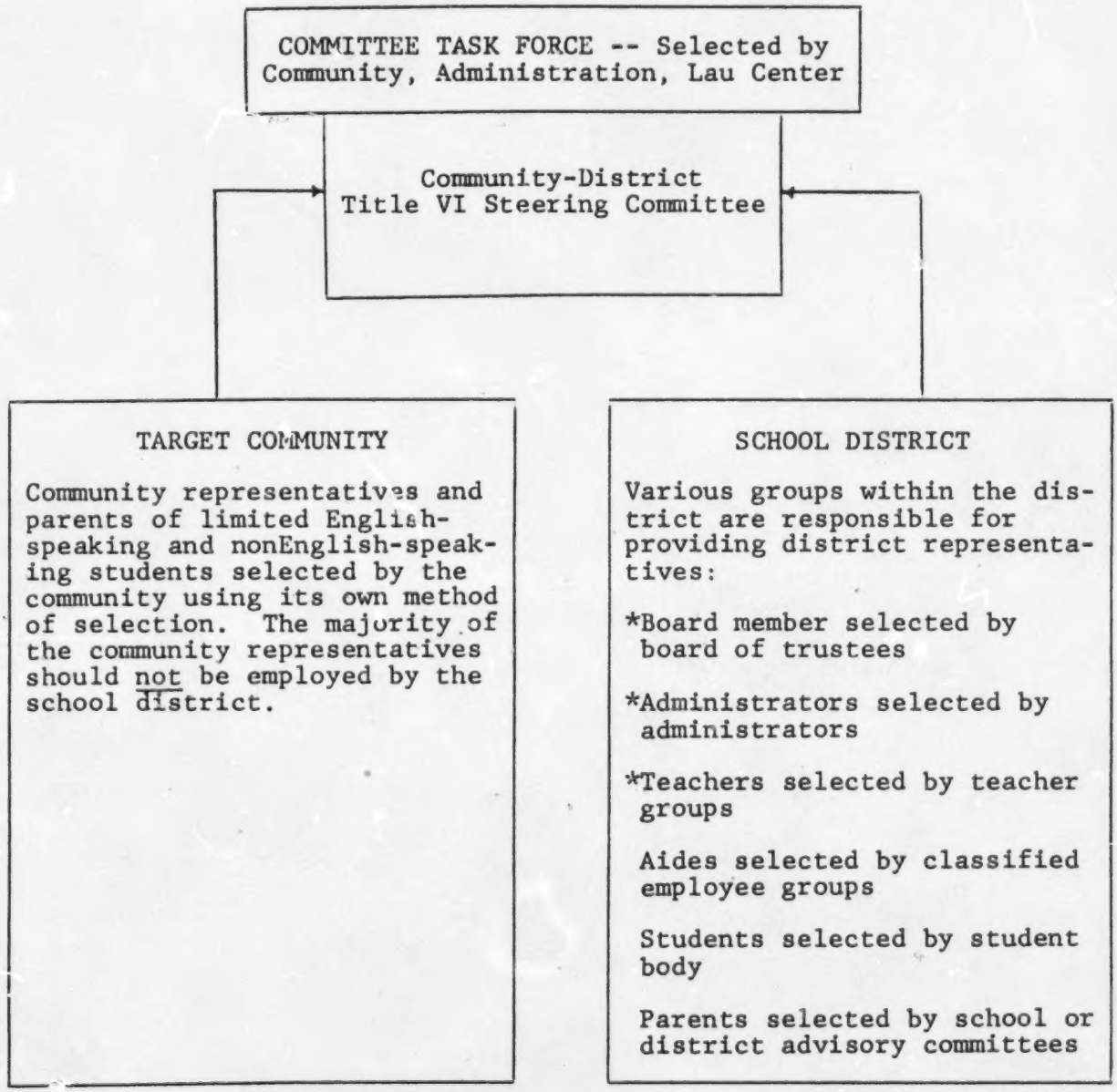
STEERING COMMITTEE


COMMITTEE TASK FORCE -- Selected by Community, Administration, Lau Center
Community-District Title VI Steering Committee
TARGET COMMUNITY
Community representatives and parents of limited English-speaking and nonEnglish speaking students selected by the community using its own method of selection. The majority of the community representatives should not be employed by the school district
SCHOOL DISTRICT
District administrators are responsible for providing district representatives from the following groups:
*School board members
*Administrators
*Teachers
Aides
Students
Parents

*May designate an alternate

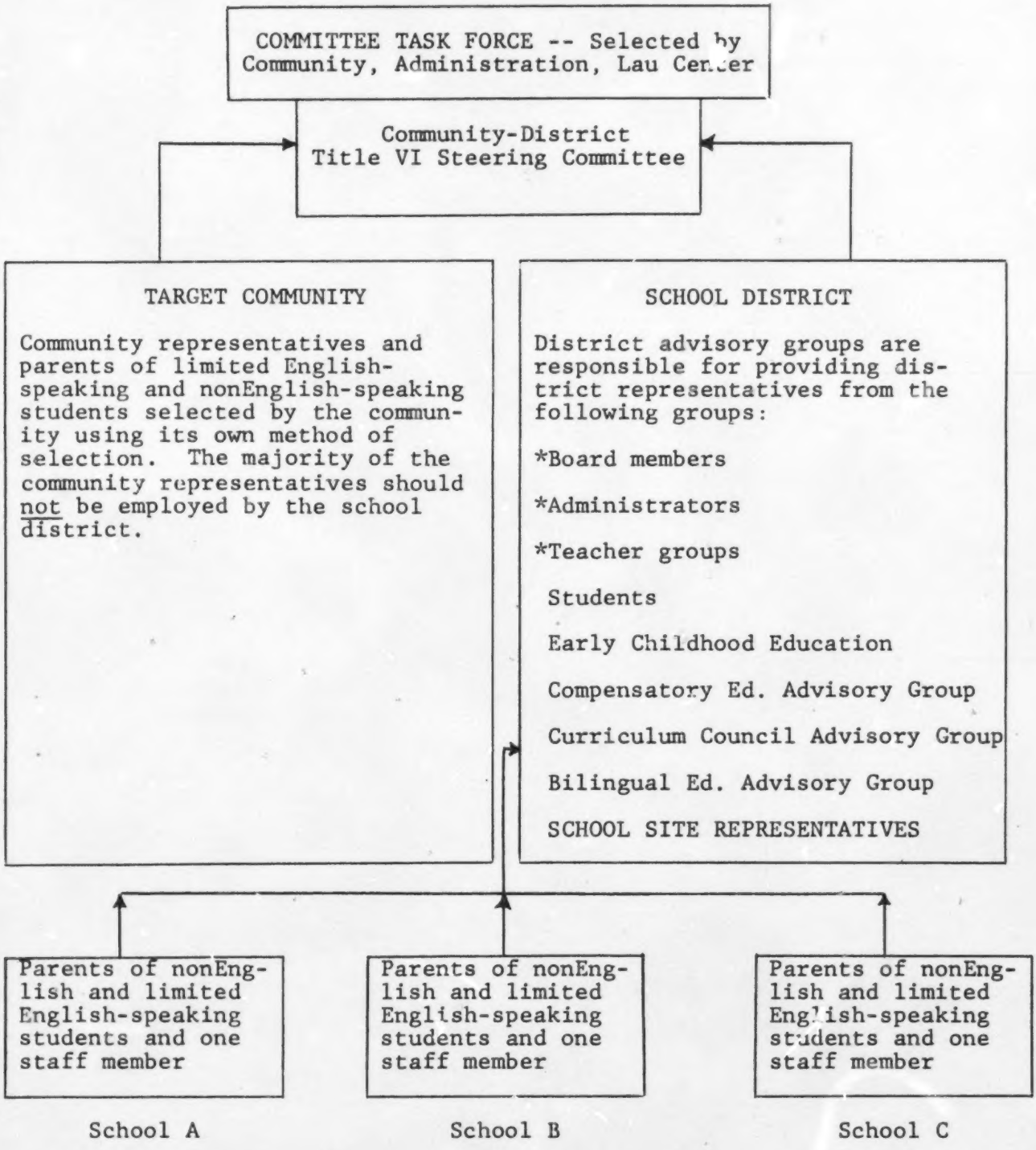
MODEL II FOR SELECTION OF TITLE VI LAU

STEERING COMMITTEE


COMMITTEE TASK FORCE -- Selected by Community, Administration, Lau Center
Community-District Title VI Steering Committee
TARGET COMMUNITY
Community representatives and parents of limited English-speaking and nonEnglish-speaking students selected by the community using its own method of selection. The majority of the community representatives should not be employed by the school district.
SCHOOL DISTRICT
Various groups within the district are responsible for providing district representatives:
*Board member selected by board of trustees
*Administrators selected by administrators
*Teachers selected by teacher groups
Aides selected by classified employee groups
Students selected by student body
Parents selected by school or district advisory committees

*May designate an alternate

MODEL III FOR SELECTION OF TITLE VI LAU STEERING COMMITTEE


COMMITTEE TASK FORCE -- Selected by Community, Administration, Lau Center
Community-District Title VI Steering Committee
TARGET COMMUNITY
Community representatives and parents of limited English-speaking and nonEnglish-speaking students selected by the community using its own method of selection. The majority of the community representatives should not be employed by the school district.
SCHOOL DISTRICT
District advisory groups are responsible for providing district representatives from the following groups:
*Board members
*Administrators
*Teacher groups
Students
Early Childhood Education
Compensatory Ed. Advisory Group
Curriculum Council Advisory Group
Bilingual Ed. Advisory Group
SCHOOL SITE REPRESENTATIVES
Parents of nonEnglish and limited English-speaking students and one staff member
Parents of nonEnglish and limited English-speaking students and one staff member
Parents of nonEnglish and limited English-speaking students and one staff member
School A
School B
School C

*May designate an alternate

E. Procedures

After the Title VI Lau Steering Committee has been formed, the Lau Center will provide inservice training to Steering Committee members to familiarize them with the Lau v. Nichols decision and other federal and state regulations that concern limited English-speaking and nonEnglish-speaking students.

In addition, the Lau Center will provide field analysts to assist the committee in the beginning stages of organization and to provide technical assistance throughout the Six Phase Process.

As a means of functionally operating, the Lau Center recommends that the Steering Committee use the "meet and confer" process of negotiating areas of disagreement. "Meet and confer" means that the Steering Committee is encouraged to reach a consensus in making decisions rather than vote.

Steering Committee meetings should be held at the convenience of the participating parents and community members. Meetings should be conducted bilingually in the target language(s) of the community and in English. Translations of all written materials and documents should be provided for the target language community representatives of the Steering Committee.

IV. FOCUS AND ACTIVITIES FOR A COMMUNITY TRAINING AND ORIENTATION WORKSHOP

The following goals and objectives are recommended for implementing a workshop for parents and community representatives on the Title VI Lau Steering Committee. The workshop should familiarize the participants with the functions of the Steering Committee, its responsibilities, terms and concepts used in the field of education, the goals of bilingual education, the Lau Center technical assistance process, the implications of the Lau v. Nichols Supreme Court decision. Furthermore, the workshop should include services provided by state and federal programs and the process of working cooperatively with representatives of school district personnel in planning a master educational plan that will meet the educational needs of LES and NES students.

Workshop Focus

1. To present the background and educational implications of the Lau v. Nichols Supreme Court decision.
2. To present and discuss the Region G -- Lau Center technical assistance approach.
3. To discuss the purpose and objectives of Bilingual-Bicultural Education.
4. To simplify the terms and concepts used in the field of education.
5. To discuss and analyze the guidelines developed by the United States Department of Health, Education, and Welfare to assist school districts in meeting Title VI regulations.

6. To present and discuss the various types of state and federal educational programs.

7. To present an overview of typical school district organizational structures and administrative procedures and concerns as an orientation to the role of the Lau Steering Committee.

8. To present responsibilities and functions of community representatives in Title VI Lau Steering Committee.

Workshop Activities

1. To provide participating Title VI Steering Committee community representatives with a background of the Lau Center and its Six Phase Technical Assistance Process.

2. To define and discuss the Region G -- Lau Center Bilingual-Bicultural Education Position Statement.

3. To examine the Institute for Cultural Pluralism's Community, Home, Cultural Awareness, Language Training (CHCALT) Teacher Training Process and its implications for the Lau Center technical assistance process.

4. To define terms and concepts used in the Lau Center technical assistance process.

5. To discuss and analyze the Region G -- Lau Center Phase II Manual-Guidelines for the formation of the Title VI Lau Steering Committee.

6. To present and examine the concept of an educational master plan.

7. To describe and examine a goal setting process.

8. To describe and discuss needs assessment.

9. To describe and discuss affirmative action.

10. To describe and discuss administrative reorganization.

11. To describe and discuss oral language identification and assessment.

12. To describe and discuss staff development.

13. To present and discuss federal regulations in educational programs.

14. To describe federal regulations and discuss their implications for minority communities.

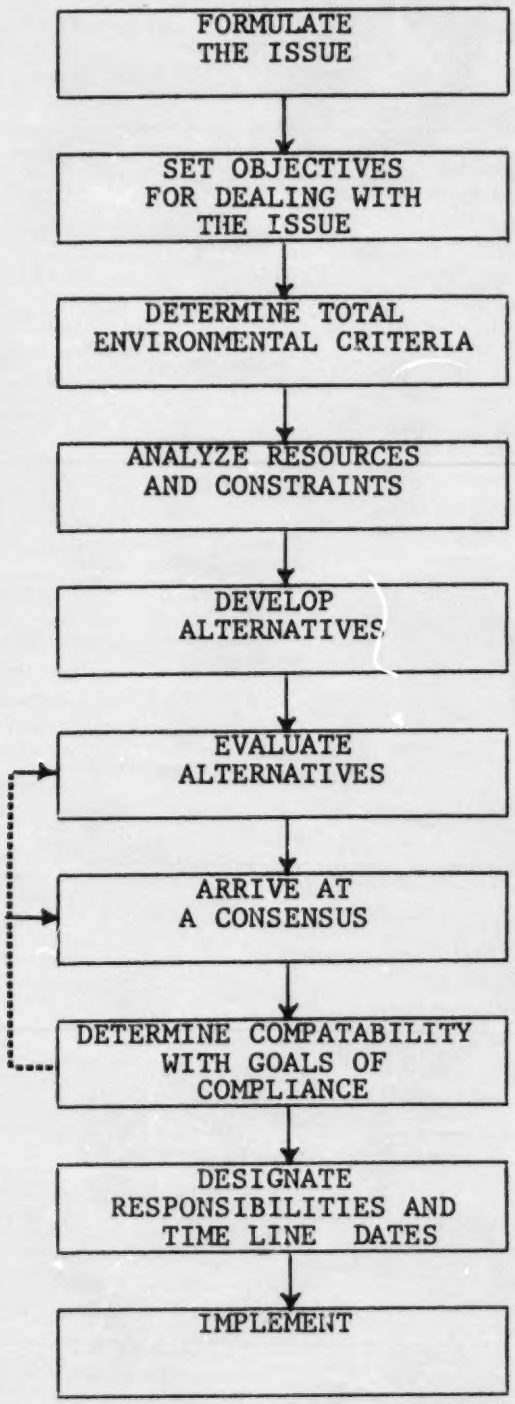
15. To compare and discuss the difference between state and federal regulations.

16. To present and discuss the various types of educational programs funded through the California State Department of Education.

17. To explain and describe Title V, California Administrative Code, Consolidated Program Regulations for Categorical Aid Programs in California.

18. To explain and describe the responsibilities and functions of community representatives of the Title VI Lau Steering Committee.

V. RECOMMENDED DECISION MAKING PROCESS FOR THE TITLE VI LAU STEERING COMMITTEE



RECOMMENDED DECISION MAKING PROCESS

Formulate the Issue

1. The issue to be analyzed should be identified, discussed and clearly defined by the entire committee as well as the Task Force Groups.

Set Objectives for Dealing with the Issues

2. The Steering Committee or the Task Force Groups should specify the objectives necessary to deal with and to resolve the issue. They may also divide into subcommittees or delegate responsibilities to deal with the issue, as well as gather information concerning the issue.

Determine Total Environmental Criteria

3. The committee should examine previous needs assessment data that exist; present district policies, community issues, student achievement levels, federal and state regulations, etc., that might be relevant or that would enable the committee to better understand the issue. The Lau Center will provide assistance in accumulating such data and informing the committee members of information, data, etc., available to them.

Analyze Resources and Constraints

4. The committee will explore resources and constraints from both the community and the school district's point of view. Areas which might be considered are: funding sources for district programs, staffing, curriculum and materials, outside resources, community pressures, interest groups, etc.

Develop Alternatives

5. The committee or Task Force Groups should consider many different ways of approaching the issue, as well as different plans of action. The Lau Center will assist in providing data and in suggesting alternatives.

Evaluate Alternatives

6. The committee or Task Force Groups must examine the possible consequences of each solution and analyze the strengths and weaknesses of each alternative.

Arrive at a Consensus

7. Using the "meet and confer" process and guided by the Task Force Groups, the committee should reach a conclusion or solution for dealing with the issue that is acceptable to the committee and which meets the requirements of Title VI of the Civil Rights Act of 1964.

Determine Compatibility With Goals of Compliance

8. The regulations of Title VI of the Civil Rights Act of 1964 and the purpose of devising a program that best meets the needs of limited English-speaking and nonEnglish-speaking students should be a constant guide as the committee considers issues and progresses through the development of the educational master plan.

Designate Responsibilities and Time Line Dates

9. The Task Force Groups should keep in mind the over-all time line for implementing the Lau Center Six Phase Process and guide the committee to progress accordingly. Sub-issues and committee tasks may require additional deadlines or reporting periods. Individuals or groups responsible for carrying out an activity should be designated for accountability purposes.

Implement

10. The Title VI Lau Steering Committee must take the responsibility for seeing that the educational master plan is accepted by the district board of trustees and the Office of Civil Rights and then must actively assist in the necessary steps for district implementation.

VI. COMMUNITY TASK FORCE GROUPS

In order for the Title VI Steering Committee to develop an educational plan to meet Title VI regulations, the Lau Center recommends that the Steering Committee be divided into Task Force Groups (Chart 1).

The Task Force Groups will be responsible for specific areas of the educational plan. The minimal areas that should be included in any educational plan to meet Title VI regulations are:

-Language determination and language assessment.

-Staff development and recruitment.

-Curriculum selection and program development.

-Community relations.

-Administrative reorganization and allocation of resources.

-Counseling and guidance.

-Process and Product Evaluation.

Members of the Task Force Groups should be selected from the Steering Committee participants. The groups should include members from the target community not employed by the school district.

Before the Steering Committee is divided into Task Force Groups, the committee should become familiar with district policies and the minimal criteria necessary to meet Title VI regulations. The minimal criteria are specified in the HEW/OCR Task Force Remedies developed in July, 1975. The remedies

address themselves to the student's home language, language dominance and proficiency, conceptual skills, sociocultural characteristics and instructional programs.

Following an analysis of the Task Force Remedies, in order to enable the Steering Committee to work on the development of an educational plan with a common framework, a goal setting process should be implemented, based on the Lau Task Force Remedies, to identify the parameters and direction of the Task Force Groups. As a follow-up activity, the Steering Committee should identify the characteristics of the target student population, especially the number of LES/NES students, the language dominance and proficiency of each student, and the achievement level of those students.

Once the goal setting process has been implemented and the characteristics of students are identified using the Task Force Remedies, the primary function of the Task Force Groups will be to implement the following activities:

1. Develop a profile of what should be the services provided by the district in reference to each area of the educational plan.

2. Identify and develop a profile of what actually exists in the district in regard to educational services in each area of the educational plan.

3. Identify and develop a profile of what needs to be done to have educational services in each area of the educational plan compatible with the student characteristics and overall district and school educational services.

A. Coordinating Task Force Group

In order to facilitate the coordination of the development of the educational plan to meet the Title VI regulations, a representative coordinating Task Force Group should be selected from the members of the Steering Committee.

The coordinating Task Force Group should be responsible for the following activities:

1. Be familiar with all state and federal special educational programs.
2. Be well informed on the district's policies and educational programs.
3. Attend all Steering Committee meetings and provide leadership to the Task Force Groups.
4. Facilitate Steering Committee meetings.
5. Organize and coordinate Task Force Group meetings.
6. Conduct the committee meetings in English and the target language(s) of the community, and provide translations of written materials in the target language(s) when necessary.
7. Summarize Steering Committee meetings and document committee progress.
8. Serve as liaisons between the Steering Committee, District Advisory Committee (DAC), the school district, the community, and the Lau Center.
9. Participate in the total process of developing, implementing, evaluating, and revising the district educational master plan.

B. Task Force Areas

The Lau Center recommends that the Steering Committee be divided into the following areas, which

constitute the major and key components of an educational plan:

1. Language Determination

   To improve techniques of student language identification, language dominance and oral language assessment used by the school districts.

2. Staff Development

   To identify staff development needs and recommend assistance in the development of inservice training activities in meeting the conceptual and linguistic needs of the identified students.

3. Administrative Reorganization

   To identify organizational procedures, policies, plans, and administrative techniques necessary for meeting the educational needs of the identified students. Also, to identify district resources necessary to ensure equal educational benefits for all students. Resources should include curriculum, inservice training and curriculum development, teacher salaries, administrative support, counseling and guidance services, utilization of state and federal funds, average daily attendance monies (ADA) generated by student population, and instructional facilities.

4. Curriculum

   To determine suitable program models and teaching strategies and to identify curriculum needs and assist in the selection, adaptation, revision, or development of curriculum materials relevant to the cultural and linguistic needs of the identified students.

5. Community Relations

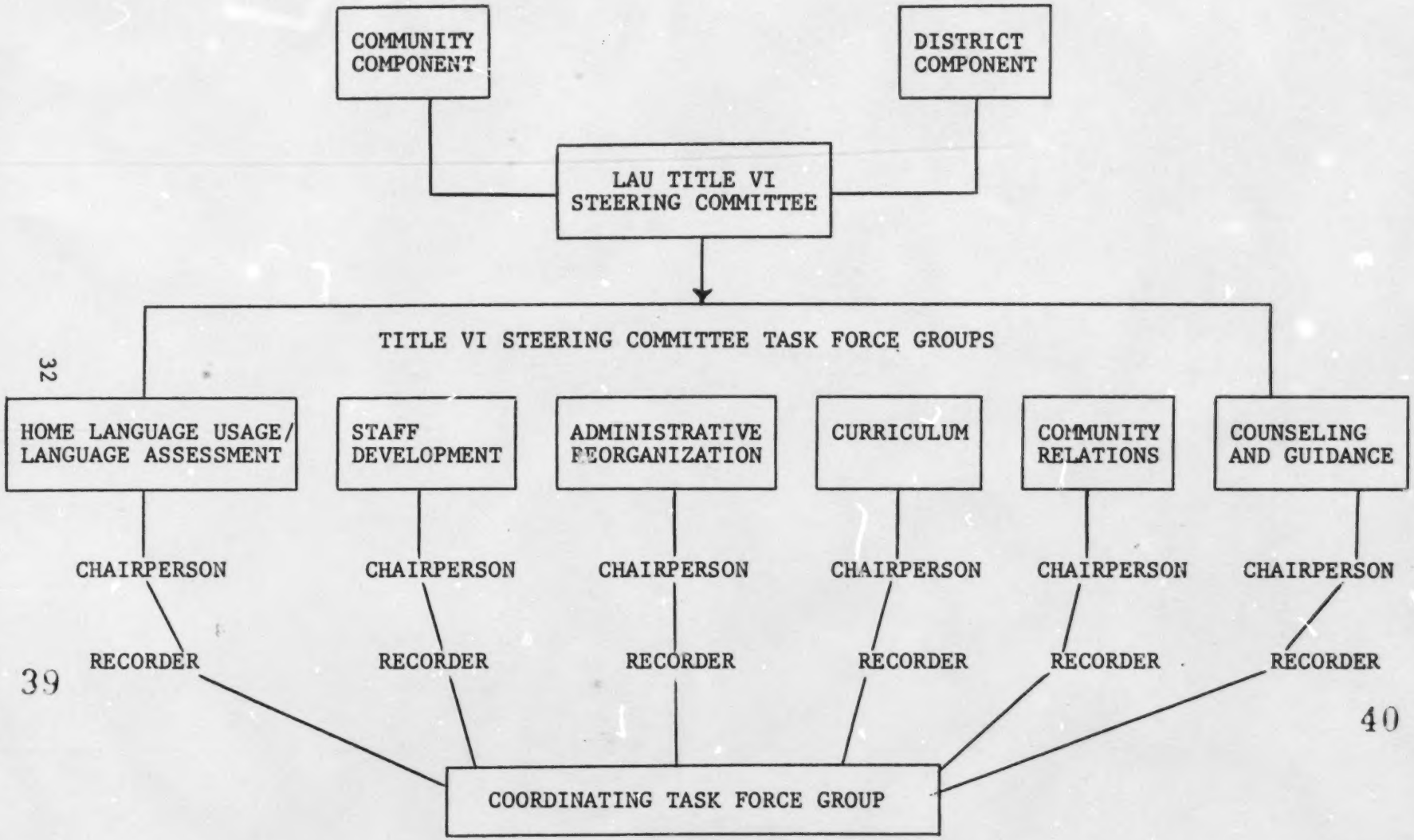
   To provide the district with assistance in improving community relations and in integrating the community into the educational process of the school for the purpose of meeting the educational needs of the identified students.

6. Counseling and Guidance

To identify counseling and guidance services that critically affect the identified Lau student in order to provide adequate measures to alleviate such discrepancies as racial isolation, the high drop-out rate and discipline problems.

CHART 1:

LAU TITLE VI STEERING COMMITTEE
AND TASK FORCE GROUPS



C. Task Force Tasks

TITLE VI

TASK FORCE GROUPS

1- LANGUAGE DETERMINATION

a. Parents
b. Bilingual teachers
c. Bilingual Resource Teachers
d. School Principal
e. Para-professional
f. Students

TASKS

1. Determine process for student identification.
2. Select & evaluate instrument for student language assessment.
3. Define process for student language assessment.
4. Compile data on student language proficiency.
5. Determine personnel to conduct assessment.
6. Determine training needed to assure consistent results.
7. Oversee process of implementation.
8. Provide for dissimination of information to parents concerning process of data collection, interpretation and use of data.
9. Select and evaluate assessment instruments to determine conceptual skills of students.
10. Repeat steps 3-8 with reference to student conceptual assessment.

2-STAFF DEVELOPMENT

a. Parents
b. School Principals
c. Elementary Teachers
d. Secondary Teacher
e. Para-professional
f. Students

TASKS

1. Determine staff competencies necessary to meet student characteristics (Language & instructional).
2. Identify profile of district personnel based on step 1.
3. Define staff development needs.
   1. Identify existing district personnel resources
   2. Identify district needs based on student characteristics and projected needs.
   3. Identify district personnel needs.
4. Define staff development alternatives to meet personnel needs.
   1. Management and differentiated staffing of school personnel.
   2. Affirmative Action.
   3. In-service training.
   4. On-going development of competencies.
      a. define process & content.
         a.1 criteria for participation
         a.2 delivery of services
         a.3 outcome competencies.
5. Determine resource personnel and programs needed by staff for meeting staff development and personnel needs.
6. Coordinate staff development activities within the district programs
7. Develop time-line to implement sequential, career ladder, staff development activities.

3-ADMINISTRATIVE REORGANIZATION ALLOCATION OF RESOURCES

a. Parents
b. Dir.,Ed. Svs.
c. Bilingual Administrators
d. Fed. & State Projects Coordinator
e. School Board Member
f. Students

TASKS

1. Determine Administrative responsibilities, policies, processes that affect Lau students.
2. Determine district administrative structure/ procedures for identifying & serving Lau students.
3. Determine district personnel necessary to serve Lau students.
4. Determine affirmative action necessary for staff recruitment and/or administrative reorganization.
5. Coordinate implementation & evaluation of all district programs and curricula designed to meet the needs of Lau students.
6. Organize information regarding Title VII Steering Committee activities and determine manner of presentation to Board of Education.
7. Development of process and procedure for Evaluation Design of services to Lau students.
8. Analysis of fiscal resources to determine sources of funding for services to Lau students.
9. Planning of data collection storage and disimination system.

4-CURRICULUM

a. Parents
b. Dir. of Curriculum
c. School Principals
d. Teachers
e. Para-professional
f. Students

TASKS

1. Determination of curricula needs based on student characteristics.
2. Determination of curricula & materials that exist & are presently used in district programs.
3. Evaluation of existing materials & instructional programs for biases /omissions.
4. Identification of curriculum materials to be used, activities, experiences, concepts to be taught; sequence learner objectives to reflect the academic & cultural (home culture) needs of Lau students.
5. Coordinate various program objective activities (such as ECE, Title I, ESAA Title VII).
6. Development of program design, scope & sequence.
7. Development of curricula to meet the on-going needs of Lau students through selection, adaptation, revision or development of curriculum materials

5-COMMUNITY RELATIONS

a. Parents
b. Migrant teachers
c. Community Aide
d. School Principal
e. District Administrator
f. Students

TASKS

1. Plan and assist in gathering input for educational plan.
2. Survey parent attitudes and needs in regard to school programs and delivery of services for the Lau student.
3. Determination of the various community groups within the broad community.
4. Identification of key community agencies and/or organizations as curricula resources.
5. Determination of amount and areas of parent involvement in school programs.
6. Establishment of procedures and methods for contacting and involving community groups (especially parents of Lau students) in the school curricula.
7. Determine process for reporting student and district cognitive and affective progress to individuals and/or community groups.
8. Plan and assist in conducting community meetings or other general meetings, in implementing and reporting progress of all district programs & implementation of educational plan.

6-COUNSELING AND GUIDANCE

a. Parents
b. Bilingual Counselor
c. School Principal
d. Psychologist or Counselor
e. Students
f. Para-professional

TASKS

1. Identify counseling & guidance needs based on student characteristics.
2. Define programs to meet specific Lau student needs.
3. Identify counseling and guidance services and processes provided to Lau students.
4. Identify and determine competencies required of counseling and guidance personnel (especially language and cultural sensitivity) to meet the needs of Lau students.
5. Identify and evaluate the policies affecting Lau students in assignment to special programs, assignment of classes, discipline procedures, extra-curricula activities.
6. Identify and evaluate placement and achievement instruments necessary to meet the needs of Lau students.
7. Identify resource personnel and procedures to enable the counseling and guidance staff to meet the educational needs of Lau students.

D. Breakdown of Task Force Group Activities

LAU TITLE VI STEERING COMMITTEE

TASK FORCE GROUP ACTIVITIES

	LANGUAGE DEVELOPMENT	STAFF DEVELOPMENT	ADMINISTRATIVE REORGANIZATION	CURRICULUM	COMMUNITY RELATIONS	GUIDANCE AND COUNSELING
1. Understand Title VI Regulations Civil Rights Act, 1964						
2. Analyze Lau Task Force Remedies						
3. Set goals based on Lau Task Force Remedies						
4. Review needs assessment process						
5. Identify Lau student population (home survey, student observation, cross-validation)						
6. Determine student characteristics (language proficiencies, achievement, grade level, sociocultural background)						
7. Identify information necessary, collection process, data analysis process to determine student characteristics						

	LANGUAGE DETERMINATION	STAFF DEVELOPMENT	ADMINISTRATIVE REORGANIZATION	CURRICULUM	COMMUNITY RELATIONS	GUIDANCE AND COUNSELING
8. Implement needs assessment; complete student characteristics data and develop profile of student characteristics						
9. Clarify task force groups and task force group responsibilities						
10. *Break into task force groups (language determination, staff development, administration reorganization, curriculum, community relations, counseling and guidance						
11. *Specify task force goals, objectives, responsibilities						
12. Select a task force chairperson and recorder						
13. Identify task force informational needs, resources, time-line						
14. Specify decisions to be made by task force group						
15. Identify questions to be answered						

*See page 33 for a description of the Task Force Groups and their major tasks.

	LANGUAGE DETERMINATION	STAFF DEVELOPMENT	ADMINISTRATIVE REORGANIZATION	CURRICULUM	COMMUNITY RELATIONS	GUIDANCE AND COUNSELING
16. Identify process instruments and time-line for collecting data						
17. Specify procedure for analyzing data						
18. Implement needs assessment; (collect, analyze, interpret data) for each task force group component						
19. Develop a profile for each task force group component -- what is/what should be						
20. Consolidate task force profiles						
21. Identify district limitations, constraints, fiscal capabilities, resources						
22. Develop alternatives to meet identified needs						
23. Evaluate alternatives						
24. Determine compatibility of alternatives with student characteristics						

	LANGUAGE DETERMINATION	STAFF DEVELOPMENT	ADMINISTRATIVE REORGANIZATION	CURRICULUM	COMMUNITY RELATIONS	GUIDANCE AND COUNSELING
25. Choose alternatives to meet the minimal Task Force Remedies requirements						
26. Develop objectives in measureable behavioral terms						
27. Develop activities in measureable behavioral terms						
28. Cross-reference objectives and activities with total scope of educational master plan						
29. Designate personnel and sources to implement Task Force Component						
30. Designate time-line for actual implementation of Task Force component						
31. Design discrepancy analysis process for evaluating the progress and implementation of educational master plan						

		LANGUAGE DETERMINATION	STAFF DEVELOPMENT	ADMINISTRATIVE REORGANIZATION	CURRICULUM	COMMUNITY RELATIONS	GUIDANCE AND COUNSELING
32.	Implement educational master plan						
	Instructional programs						
	Staff development/Recruitment						
	Curriculum selection/adaptation/revision/development						
	Community relations/parent involvement						
	Counseling and guidance						
	Evaluation -- process/product -student -program						
	Administrative reorganization						
33.	Revise/modify						

E. Time-Line

The Lau Center has prepared a detailed outline of goals, objectives and activities to guide the Title VI Lau Steering Committee through the six phases of the Lau Center process.

The following are time-line considerations which directly affect the Steering Committee:

1. Within nine weeks of a school district's initial request for assistance from the Lau Center, the district should identify a process for selecting the Title VI Lau Steering Committee.

2. Within ten weeks of the initial request the Lau Center will implement a community relations workshop with the purpose of informing the school community of Title VI regulations and advising them of the formation of the Title VI Lau Steering Committee.

3. Within twelve weeks of the initial request for assistance form the Lau Center, a Title VI Lau Steering Committee will be formed composed of parents, community members, school district personnel and board members.

4. Within thirteen weeks of the initial request for assistance, the responsibilities and functions of the Title VI Lau Steering Committee will be specified and the committee will be ready to begin the task for conducting a comprehensive needs assessment and developing the district master plan.

SUM ARY

In developing an educational master plan to meet compliance with the Lau v. Nichols decision, the following major goals should be addressed:

1. To provide a viable approach towards developing an educational plan that involves broad based representation of both the district and the community.

2. To provide a format and process for developing an educational plan that specifies time schedules, milestones, and specific responsibilities.

3. To involve Title VI community representatives in active participation in the Lau remedy process.

4. To form and orient task groups for the purpose of developing an educational plan.

5. To strengthen participation commitments from the district board, administration, teachers, aides, students, and parents in providing equal benefits to limited and nonEnglish-speaking students.

The next step in the Lau General Assistance Six Phase Process is the implementation of a comprehensive needs assessment. (See Lau GAC Manual III, An Approach for Implementing a District-Wide Needs Assessment.)

VII. GLOSSARY OF TERMS

A.D.A.

Average daily attendance

A.F.D.C.

Aid to families of dependent children.

Achievement Level

The degree to which a student has mastered a given learning process. Generally measured by the grade level the student has reached or the tasks he can do.

Affirmative Action

To act positively to assure that minority groups, males and females are fairly represented in jobs.

An Educationally Disadvantaged Child

One who has the ability to succeed in school but is not doing so because of other circumstances, such as poverty or lack of opportunity for healthy social development.

Bilingual

A person who uses two languages.

Bicultural

Pertaining to two cultures or to one who participates in two cultures.

Bilingual Education

The use of two languages, one of which is English, to teach students.

Bilingual-Bicultural Program

A program which utilizes the student's home language and culture in instruction, maintaining and further developing all the necessary skills in the student's home language and culture while introducing, maintaining and developing necessary skills in a second language and culture. The objective is a student who can function in both languages and cultures.

Community Involvement

Active participation of community members and parents in school programs.

Compensatory Education

"The providing of special programs to make up for educational problems caused by economic, cultural, or social disadvantage." The central concept of this approach is that the child is disadvantaged because he is culturally and linguistically different and must be helped to become the same as the dominant culture group. Compensatory education tends toward a monocultural society as opposed to a multicultural society.

Curriculum

The ideas and skills that are taught in school.

Curriculum Materials

Textbooks, library books, films, filmstrips, games, records, workbooks, materials students use for learning.

Discrepancy Analysis

The evaluation or assessment between what was intended/ planned and what was actually accomplished or between what is being done and what should be done.

District Advisory Committee

A group of persons who come together to provide a school district with input in regards to an issue, program, educational policy or plan.

Educational Plan

A detailed plan as to what should be done to achieve instructional goals.

English-as-a-Second Language (ESL)

A structured language acquisition program designed to teach English to students whose first language is not English.

Evaluation

To decide if an activity or program is doing what it was supposed to do, pointing out strengths and weaknesses.

Federal Regulations

Rules set by the United States government in Washington, D.C. which must be followed in school programs.

GAC

General Assistance Center, another name for the Lau Center.

Goals

Broad statements of what one (or an institution) intends to do.

Guidelines

Statements of the interpretation of laws by the government agencies who enforce those laws.

High Intensity Language Training (HILT)

A program designed to teach students a new language by immersing them completely in the language instead of developing its use gradually.

Individualized Instruction

Basing information, learning activities, materials, assignments, and methods of teaching upon the needs and abilities of each student (the opposite of giving all students in a class the same assignments, same books, same instruction).

Language Dominance

The language in which the student has greater competence in formal and informal situations.

Language Proficiency

The degree of language fluency and ability of a student in speaking and understanding a given language.

Lau Center

A center supported by Title IV (ESAA) funds of the Federal Government to assist school districts to develop plans to assist nonEnglish-speaking and limited English-speaking students in obtaining equal benefits from school programs.

Lau v. Nichols

The Supreme Court decision saying that the failure of a school district to provide for the special linguistic needs of LES and NES students is a violation of the Civil Rights Act of 1964 which bans discrimination in any program receiving federal financial assistance.

Limited English-Speaking (LES)

One who speaks a language other than English in the home environment, and is less capable of performing school work in English than in the first language.

Management Plan

A description of intended or planned outcomes which identifies objectives, specified strategies and activities, time-lines, resources necessary to accomplish an activity and persons responsible for the activities.

Monolingual

One who uses only one language.

Multicultural

Many cultures.

Multilingual

One who uses more than two languages.

Multilingual/Multicultural Program

A program operated under the same principles as a Bilingual/Bicultural Program, except that more than two languages and cultures are treated.

Needs Assessment

A determination of what needs to be done or of what special problems or needs exist.

NonEnglish-Speaking (NES)

One who communicates in a language other than English and is unable to conduct basic conversations in English or to participate in English classroom instruction.

Objective

A statement that specifies what is expected to be demonstrated or accomplished by specifying conditions and criteria to be used in assessing a person or activity.

Oral Language Assessment

A determination of 1) the student's dominant language, and 2) the degree of the student's language ability.

Parent Participation

A term used to refer to various ways in which a parent can help with the education of his/her child.

Primary Language/Home Language/First Language

The language first learned by the student or the language spoken by persons in the student's home.

Remedies

The legal means to recover a right or to prevent a wrong or maintain redress for a wrong.

Steering Committee

A committee to make recommendations and suggestions to a school district in reference to an issue, program, educational policy or plan.

Staff Development

Programs and training for the purpose of assisting teacners to improve their skills and learn about new programs, different cultures, and information pertinent to the educational needs of students.

Student Characteristics

Identification of factors that describe a student, such as age, grade level, conceptual skills, sex, language proficiency, etc.

Task

An activity to be implemented or demonstrated.

Time-Line

A projection of dates for starting and/or completing an activity, plan or project.

Title VI Civil Rights Act (CRA) 1964

Forbids discrimination because of race, color, or national origin in any program or activity receiving Federal aid.

Title VI Steering Committee

A committee of community people and district staff who have the responsibility to develop an educational plan to meet the needs of NES and LES students.

Transitional Bilingual Education Program (TBE)

A program operated in the same manner as a Bilingual-Bicultural Program, except that once the student is fully functional in the second language (English), further instruction in the native language is no longer provided.

Underachievement

Performance in each subject area (e.g. reading, problem solving) below district norms as determined by some objective measures for non-ethnic/racial minority students. Mental ability scores cannot be utilized for determining grade expectancy.

SPECIAL EDUCATIONAL PROGRAMS

Federal Programs

Elementary and Secondary Education Act of 1965 (ESEA):

Title I: Money from the Federal Government which allows districts to provide special teachers, special materials and special programs for students who live in low-income areas, speak a language other than English or are underachieving.

Title II: Provides funds for school library resources, textbooks, and other instructional materials.

Title III: Provides money for special educational centers and services, and to stimulate and assist in developing model programs; provides money for testing, guidance and counseling programs.

Title IV: Provides money for libraries, learning resources, educational innovation projects.

Title V: Grants to State Departments of Education.

Title VII: Bilingual Education Programs -- provides money for model bilingual programs; for training of bilingual teachers; for resource centers, materials development centers and assessment centers.

Emergency School Aid Act of 1972 (ESAA): Provides money to assist school districts in eliminating desegregation problems; also has funds for special math projects, children's television, and bilingual programs.

State Programs

Miller-Unruh Special Reading Instruction Program (1965): Provides money for special elementary school reading programs in grades K-3.

AB 1302 -- Early Childhood Education (ECE)(1972): Provides money to improve educational programs for students in grades K-3.

AB 2284 -- Bilingual-Bicultural Education (State Funded) (1972): Provides money to school districts to develop and implement bilingual-bicultural programs.

State Programs (continued)

SB 90 -- Educationally Disadvantaged Youth (1972): Provides extra money to school districts with students who come from low income families, or who are underachieving.

AB 127 D/Consolidated Application: A plan required from each school district describing all of the district's educational programs. "D" stands for District.

AB 127 S/Consolidated Application: A plan required from each school describing the school goals and objectives. "S" stands for School.

AB 2817 Bilingual Teacher Training (1974): Provides funds to universities and community colleges to provide stipends to bilingual teacher candidates enrolled in a degree and credential program.

Institute for Cultural Pluralism Publications:

1. Lau Center Phase I Manual - Overview of the LAU Center Technical Assistance Process and the Office for Civil Rights Task Force Remedies. 1976 (67 pages) $3.50

2. Lau Center Phase II Manual - Guidelines for the Formation of the Title VI Lau Steering Committee: Organizational Approach to Develop an Educational Master Plan. 1976 (49 pages) $3.50

3. Southwest Areal Linguistics, edited by Garland D. Bills. (Includes contributions by Jacob Ornstein, Bernard Spolksky, M. Reyes Mazón, and others.) 1974 (315 pages) $6.00

4. Southwest Languages and Linguistics in Educational Perspective, edited by Gina Cantoni Harvey and M.F. Heiser. (Includes contributions by Bernard Spolski, Joshua Fishman and others.) 1975 (434 pages) $6.00

5. Major Student Ethnic Minority Group Concentrations in the California Public Schools, by Joseph O. Garcia and Ruben W. Espinosa. 1976 (59 pages) $3.50

6. Problems and Issues in Preparing Teachers of Bicultural Chicano Youngsters, by Tomás A. Arciniega. 1976 (23 pages) $1.00

7. Bilingual Education: Oral Language Assessment as a Prerequisite, by M. Reyes Mazón and Susan C. Mc Rae. 1975 (81 pages) $2.00

To order publications or to receive an annotated list of all ICP publications, write to:

Institute for Cultural Pluralism
School of Education
San Diego State University
San Diego, California 92182